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ABSTRACT

This instructor's guide is for use in teaching components of a ten-unit training program for leadership in local educational change. The program offers training for persons holding, or preparing to hold, positions of leadership in planning and conducting school improvement programs. The training program consists of ten stand-alone, self-instructional units that can be completed in from one-half day to two days depending on the length of the unit and the student's prior knowledge of the topic. The units are entitled "Training Program Introduction and General Study Plan Guide," "Theory and Strategies for Local Educational Improvement," "Task Flow for Designing and Conducting Local Educational Improvement Programs," "Individualization, Mastery, and Student Self-Direction as Themes of Educational Reform, with Related Innovations," "Personal/Social Development as a Theme of Educational Reform, with Related Innovations," "Relevance as a Theme of Educational Reform, with Related Innovations," "Selecting a Local Educational Improvement Program," "Analyzing and Improving the Implementation of a Local Educational Program," and "Diffusing Educational Improvement Programs within a School System." This guide focuses on helping students complete their study plans. (Author/IRT)

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TRAINING FOR LEADERSHIP IN LOCAL EDUCATIONAL IMPROVEMENT PROGRAMS

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PREFACE

This Instructor's Guide is for your use in teaching components of a 10-unit training program for leadership in local educational change. The program has been developed under grants from the U. S. Office of Education and the National Institute of Education. Work on the program was begun at the Learning Research and Development Center of the University of Pittsburgh and has been carried forward at Research for Better Schools in Philadelphia.

It is recommended that you have in hand a copy of Unit 1 of the program, Training Program Introduction and General Study Plan Guide. This unit, in addition to describing the nature and purposes of the training program, guides the student in planning study within the program.

For your convenience, that part of Unit 1 that guides the student in selecting program units for study has been included in this Instructor's Guide.

The contents of this training program necessarily offer just one pattern of ideas and skills on how educational improvement can be brought about. You, as instructor, may find the training units of value to your students by giving them this set of approaches to confronting problems of leadership in educational change. Building on this, you then can add your insights and procedures for fostering valid improvements in school programs.

INTRODUCTION

During the past quarter century, innovations in every aspect of schooling have been developed and tested in schools: new curricula, new plans for organizing instruction, new instructional procedures, new ways of linking school and community, and various other ways of strengthening the instructional process. Despite this wealth of innovations, most of the nation's schools have continued mainly in their accustomed ways, making little use of the improved materials and practices. Often, when a school system has adopted an innovative product or program, it has not had the resources to implement it effectively and so has not benefited from the change.

Trained leadership is required to bring innovations into successful use in the schools. Presently, such leadership is in very limited supply because of a shortage of programs to train personnel for planning and conducting local educational change projects. The training materials described in this Instructor's Guide are designed to help correct this situation by offering preparation for leadership in local educational improvement programs.

This Guide has the purpose of assisting you in making use of these training units to improve the competencies of educational personnel whose jobs call for leadership in local improvement programs. As instructor, you can offer such training in whatever position you occupy -- as university faculty member, state education department official, staff member of an agency such as a regional educational laboratory or private educational consulting firm, or administrator in a school district.

This program offers training for persons holding, or preparing to hold, positions of leadership in planning and conducting school improvement programs. The types of positions for which these materials are designed include:

School system leaders -- central administrators, supervisors, building principals, project or team leaders, etc.

Field consultants from state education departments or universities

Field personnel of educational laboratories or consulting firms

Education information specialists

Graduate students in educational administration or supervision

The training materials are meant to help anyone holding such a position develop a specialty in leadership for school improvement. It is not necessary that the position call for full-time involvement in improvement programs; spending a significant proportion of the work year in this way is all that is required. Thus, a building principal might spend as much as twenty-five percent of work time in activities related to improving aspects of the school -- its curriculum, its organizational arrangements, its instructional procedures, working conditions of its staff, or its community relationships. Similarly, an outside consultant might work in activities concerned with local school improvement only a part of the time.

The training program consists of ten stand-alone, self-instructional units. Study time per unit varies from about one-half day to two days, depending on the length of the unit and the student's prior knowledge of the topic. Based on personal needs and interests, an individual can study any number of the units from one to all.

Briefly, the materials deal with the following topics. The units are described in greater detail later in this Instructor's Guide as well as in Unit 1 that provides an introduction to the entire program.

Unit 1. Training Program Introduction and General Study Plan Guide

Types of local educational improvement programs and shortcomings in such programs. Positions calling for leadership in school improvement and qualifications for those positions. The unit includes a study plan guide to help the student choose which of Units 2-10 are to be studied.

Unit 2. Theory and Strategies for Local Educational Improvement

A general conceptual basis for selecting, designing, and conducting school improvement programs. Barriers to change and forces favoring change. General change strategies and ways of applying them in offering effective leadership in local improvement programs.

Unit 3. Task Flow for Designing and Conducting Local Educational Improvement Programs

A general problem-solving model with methods of applying it to the design and conduct of improvement programs.

Unit 4. Individualization, Mastery, and Student Self-Direction as Themes of Educational Reform, with Related Innovations

A general presentation of the three themes, with their interrelationships, and a critical review of major innovations that employ these themes.

Unit 5. Enquiry as a Theme of Educational Reform, with Related Innovations

This unit deals with the theme that is at the heart of most new curricula in science, mathematics, and social studies: teaching all students competencies in problem-solving, investigation, or creativity within these subject areas. The unit also offers ways of analyzing and evaluating curriculum and instruction in terms of the extent to which enquiry (or inquiry) is taught.

Unit 6. Personal/Social Development as a Theme of Educational Reform, with Related Innovations

A review of goals in the area of affective (humanized, or psychological) education: positive self-concept, achievement motivation, values, interpersonal and intergroup competencies, etc. Innovations in instruction directed toward these goals are examined and ways of evaluating their effectiveness are presented.

Unit 7. Relevance as a Theme of Educational Reform, with Related Innovations

This unit offers criteria for judging the relevance of the school program, reviews common shortcomings of the schools in terms of the criteria, and examines ways in which instruction can be made more relevant to the needs and characteristics of students.

Unit 8. Selecting a Local Educational Improvement Program

Often an educator with a specialty in local educational improvement is called upon to offer leadership in choosing an improvement program. This unit covers those steps in the general problem-solving model for improvement programs that lead up to the choice of an appropriate program: needs analysis, surveying resources that can meet local needs, etc.

Unit 9. Analyzing and Improving the Implementation of a Local Educational Program

Many times leadership is needed in improving the implementation of a school program, whether it be conventional or innovative. The unit provides a procedure for assessing shortcomings of implementation, for analyzing their causes, and for planning ways of overcoming the shortcomings.

Unit 10. Diffusing Educational Improvement Programs within a School System

Very often successful change programs, introduced on a pilot basis, fail to spread throughout a school system. This unit examines causes for this failure and presents strategies for accomplishing effective system-wide changes.

The materials are built in a form that allows for great flexibility in their use. Thus, each unit is:

Modular in that each unit can be studied effectively without the requirement that other units be studied first.

Self-instructional so that students can direct their study independently or, if an instructor is available, share planning and learning activities. Self-instructional features include pre- and post-assessment instruments, and exercises provided with answer keys to guide the student's learning.

Compact so that not more than two days' study is needed for mastery of unit objectives.

Referenced to further readings in case the student elects to explore the topic in greater depth.

Because of the flexibility of the materials, they can be used with equal effectiveness in:

Training workshops bringing together a number of participants for a period of instruction.

Graduate courses in which students are called upon to study one or more of the units.

Independent study programs in which individual students work on units suited to their particular needs and interests.

The instructor can assume a variety of roles in the conduct of training activities. Thus, the instructor might choose to:

Assist the student in choosing units for study, in planning approaches to study, in progressing through the materials, and in assessing accomplishment of unit objectives.

Introduce the student to the training materials which will then be studied on an independent basis.

Supplement the training materials, after study, with additional materials.

Lead group discussions of the units after members of the group have studied them.

In your capacity as instructor or trainer, you might make use of the training units in various settings, depending on the position you occupy and your training objectives. The following are key uses for the training materials.

University setting. As a faculty member:

You might use the units as basic course work in administration or supervision.

You might incorporate selected training units in students' independent study programs.

In advising doctoral students, you might find some of the units helpful to them in correcting weaknesses in their basic preparation or in designing their dissertation projects.

In working with school districts, you might employ some of the units in training workshops for school system leaders.

State education department setting. As a department official:

You might employ some of the units in training field consultants of the department to increase their skills in working at the local level.

You might use the materials in training workshops for school system leadership.

School district setting. As a school district administrator or consultant:

You might use units of the program in in-service workshops for school district leaders -- building principals, curriculum consultants, project leaders, etc.

Other educational agency setting. (Regional educational laboratories, research and development centers, education information centers, or private educational consulting firms.) As an official of such an agency:

You might use units of the training program to train field personnel of your organization.

You might, in the role of consultant to school systems, use program units in workshops to train school district leaders in planning and conducting their local improvement programs.

HELPING STUDENTS PREPARE THEIR STUDY PLANS

Whether you are offering instruction or guidance to one student or a group of students, it is recommended that you have the student(s) use Unit 1, Training Program Introduction and General Study Plan Guide, as an introduction to the entire training program and as an aid in deciding which of Units 2-10 to include in the study plan. Unit 1 is brief, requiring only two or three hours to complete.

The unit is in two parts. The first part contains descriptive material and exercises dealing with these general topics:

Types of local educational improvement programs

Common shortcomings of such programs

Positions calling for a specialty in leadership in local educational improvement programs

Qualifications for such a specialty

Needs for training in this type of specialty

The second part of Unit 1 is a General Study Plan Guide for the student's use. It includes brief descriptions of each of Units 2-10, a Personal Unit Analysis Form on which the student identifies the units where study is needed, and a Unit Study Plan Form where the actual study plan is indicated with account taken of study time available, the units to be included, and the manner in which study will be conducted.

The General Study Plan Guide is reproduced on the following pages with one modification: in each individual unit description, suggestions are added on categories of students who might particularly benefit from study of the unit. It is suggested that you next review the entire General Study Plan Guide (the yellow pages). Following this material, you will find suggestions on how to help your students arrive at their individual study plans.

GENERAL STUDY PLAN GUIDE

Procedure for Deciding Which Units You Will Study

The General Study Plan Guide offers you a procedure for deciding which of Units 2-10 of this training program you will study, and for setting up your plan for studying them. If you have an instructor for the training program (perhaps your job supervisor, or a workshop director), you and your instructor will work out your plan together.

The Guide calls on you to do three things: study the brief descriptions of Units 2-10, fill out the Personal Unit Analysis Form, and fill out the Personal Study Plan Form.

Descriptions of Units 2-10 of the Training Program

Read the following descriptions of 9 training units to gain an overall familiarity with the topics they cover. The sequence of the units is not important except for the fact that Units 2 and 3 present the most general material on theory, strategies, and procedures of local improvement programs while Units 8, 9, and 10 deal with specific aspects of the local change process. Units 4-7 offer analyses of major themes or purposes underlying local improvement programs.

You will need to return to these descriptions when you proceed to the second part of the Guide to fill out the Personal Unit Analysis Form.

Unit 2. Theory and Strategies for Local Educational Improvement

This unit provides a general conceptual basis for selecting, designing, and conducting local educational improvement programs. The following are covered in the unit:

The relation of theory of educational change to planning and conducting the local improvement programs

Change strategies as related to theory of change

Comparison of consumer-centered and product-centered change strategies

Procedures of field testing, demonstration, information dissemination, and marketing in product-diffusion strategies

Comparison of pilot-test and total-system strategies for introducing changes in an educational system

Comparison of authoritarian and participatory changes strategies with advantages and disadvantages of each

Comparison of the roles of internal and external change specialists in local educational improvement programs

Analysis of the role of the resource linkage agent in change programs

Students likely to benefit from study of this unit:

Graduate students taking course work in administration or supervision

Doctoral students planning dissertations concerned with educational change

Any students desiring a general conceptual basis for leadership in local educational improvement programs

Unit 3. Task Flow for Designing and Conducting Local Educational Improvement Programs

This unit presents a general problem-solving model and shows how to apply it to the design and conduct of improvement programs. Unit exercises are based on a detailed case study of the development and introduction of the program of a new intermediate school in a large urban community. The task flow covers the following general stages in educational improvement programs:

Identifying the area where improvement is needed

Assessing what needs to be changed in the area chosen

Identifying resources that could be put to work to meet the needs

Sizing up local factors, plus or minus, related to adopting resources that could meet the needs for improvement

Selecting the changes to be introduced in the improvement program

Blueprinting the improvement program

Installing the improvement program and assessing its implementation

Measuring outcomes of the improvement program

Deciding, on the basis of outcomes, whether to discontinue, continue, or spread adoption of the improvement program

Students likely to benefit from study of this unit:

Any school district leaders with responsibility in planning and conducting improvement programs

Field consultants from state education departments

Doctoral students planning dissertations concerned with local educational change

Unit 4. Individualization, Mastery, and Student Self-Direction as Themes of Educational Reform, with Related Innovations

This unit deals with three major, and closely related, themes of today's educational reform movement, and examines the extent to which various recent innovations in instruction place these themes in operation. The unit covers the following:

What is individualization (or personalization) of instruction?

What is a teacher's model for individualization?

How, and to what extent, do these innovations provide for individualization: ability grouping, nongrading, independent study, cooperative teaching (in Individually Guided Education), the open classroom, Planned Learning in Accordance with Needs (PLAN) and Individually Prescribed Instruction (IPI).

What is meant by mastery and how can every student achieve mastery?

What are the benefits from having all students master learning tasks?

What is student self-direction and how can it be achieved?

Why is student self-direction essential for individualizing instruction?

Students likely to benefit from study of this unit:

School system leaders with responsibility for planning and conducting change programs

Field consultants from state education departments

Graduate students in administration or supervision

Unit 5. Enquiry as a Theme of Educational Reform, with Related Innovations

This unit deals with the theme that is at the heart of nearly all of the new curricula in science, mathematics, and social studies. Enquiry (often spelled inquiry) as a theme in instruction means that students learn to think, to solve problems, to be creative, to conduct projects in a curriculum area. Memorizing facts, or merely learning skills by rote, is no longer the emphasis. Topics covered in the unit include the following:

Why should instruction place emphasis on teaching all students to enquire?

How does understanding ideas help in conducting enquiries?

What are the steps or stages in conducting enquiry (problem solving)?

Methods of analyzing curricula in terms of provisions for enquiry

Methods of analyzing instruction in terms of provisions for enquiry

How to assist a school district in introducing enquiry instruction

Students likely to benefit from study of this unit:

Curriculum coordinators in school districts

Curriculum specialists in state education departments

Teachers with responsibilities in curriculum change in their schools

Unit 6. Personal/Social Development as a Theme of Educational Reform, with Related Innovations

This unit deals with an area of educational change that has received immense attention during recent years, often under headings such as affective education, humanized education, or psychological education. Any educator with a specialty in local educational improvement needs to be acquainted with developments in this area. The unit topics include the folowing:

Why should schools place emphasis on students' personal/social development?

What is self-concept and how can instruction foster positive self-concepts?

What are faults of today's schools in relation to building positive self-concepts in slow learners, girls, and members of minority groups?

How can students' motivation to achieve be strengthened?

How can values be taught in school?

How can instruction improve interpersonal and intergroup relations?

How can the educator evaluate shortcomings of the instructional program in relation to students' personal/social development?

What are approaches to teacher education related to increasing their competencies in fostering students' sound personal/social development?

Students likely to benefit from study of this unit:

Curriculum coordinators or department chairmen in school districts

Curriculum specialists in state education departments

Teachers with responsibilities for curriculum change in their schools

Unit 7. Relevance as a Theme of Educational Reform, with Related Innovations

A very recent theme in criticisms of the schools and in instructional innovations is relevance, a theme concerned with the extent to which the school program is appropriate for meeting the needs of different groups of students. Topics in this unit include these:

What is relevance, and how can one judge the relevance of a school program?

What are major lacks of relevance of school programs for students generally?

How are school programs biased in favor of males?

How do schools lack relevance to the needs and cultural backgrounds of minority groups, especially blacks?

How can student participation in decision making improve schools' relevance?

How can community participation increase the relevance of the schools to students' needs?

What are major changes in curriculum and instruction designed to make schools more relevant to the needs of students generally?

What changes in curriculum and instruction have been offered as ways of increasing their relevance for girls and minority-group students?

How have alternative schools, or alternative programs within schools, been designed to improve the relevance of school offerings?

How can the relevance of a school's program be measured?

Students likely to benefit from study of this unit:

School district administrators and supervisors

Field consultants of state education departments

Teachers with responsibilities for planning ways to improve instruction

Community members with active concerns about improving the schools

Unit 8. Selecting a Local Educational Improvement Program

Sometimes the educator with a specialty in local improvement programs is called on to help a school or school system choose such a program. (This same phase of the local change process is covered less intensively in Unit 3.) This unit deals with the problem-solving process of choosing a change program in the following major steps:

Identifying the area of an improvement program

Determining needs for improvement in the area of concern

Surveying resources available to meet the needs

Assessing local factors favoring or opposing the adoption of different promising resources

Arriving at the choice of an improvement program based on the steps above

Students likely to benefit from study of this unit:

School system leaders with responsibilities in planning and conducting improvement programs

Field consultants from state education departments, educational laboratories, or educational consulting firms

Unit 9. Analyzing and Improving the Implementation of a Local Educational Program

Often the specialist in local educational improvement will have the task of improving a school or school system program rather than of helping introduce a new program. This unit focuses on this process and covers the following:

Identifying specific aims of the program to be improved, and program features related to those aims

Assessing shortcomings in implementation of the program's features

Identifying likely causes for shortcomings in program implementation

Designing a plan for improving the implementation of the program

Exercises in the unit give the student practice in planning to perform these aspects of the unit task.

Students likely to benefit from study of this unit:

School district leaders with responsibilities in improving the performance of the school system

Field consultants from state education departments, educational laboratories, etc.

Unit 10. Diffusing Educational Improvement Programs within a School System

Many times, improvement programs that are successful in the pilot tryout in a few classrooms or in one or two schools fail to spread throughout the school district. This unit examines reasons why this is so and analyzes ways in which system-wide adoption of improvement programs can occur. These are some of the topics covered:

Distinguish needs for improvement that are apt to be system-wide from those that are apt to be localized within a school district

Identify reasons why a successful pilot program may fail to spread throughout the district

Indicate occasions when an improvement program should be initiated system-wide and those when a pilot tryout is needed

When is it desirable to foster the system-wide adoption of a theme rather than of specific improvement programs?

What advantages and disadvantages are there apt to be in a system-made improvement program rather than one developed outside the system?

Preparing an outline for diffusing an improvement program, system-wide.

Students likely to benefit from study of this unit:

School system leaders with responsibilities for planning and conducting local improvement programs

Field consultants from state education departments, educational laboratories, or educational consulting firms

Filling out the Personal Unit Analysis Form

When you have finished examining the unit descriptions it is time to react to each unit on the Personal Unit Analysis Form (next page). In doing this, take one unit at a time, rereading the unit description, then filling in the boxes on the analysis form opposite the unit title.

Your ratings of the amount of training (or course work) and work experience you have had with the unit topic come first. Is the unit topic one you know a great deal about, or is it relatively unfamiliar?

Next, give your judgment of the importance of the topic for your present job, or for jobs you'd like to hold. It is possible that all of the units will appear to you to be highly important; if so, do not hesitate to enter H for high opposite each unit.

Finally, for each unit, rate how strong your need is to study that unit. Again, even though you may not decide to study more than a small number of the units, you may want to indicate a high Need to Study most or all of them. After you have made your ratings opposite all of the units, it may be helpful for you to rank the units in terms of Need to Study, giving rank 1 to the unit you think you most need to study, and so on.

Your instructor, if you have one, can be very helpful to you in filling out Columns 3 and 4. Expecially for jobs you have not held, your instructor can help you judge how important each unit will be for those jobs. Also, your instructor may recommend or require that you study certain units in relation to course work or a workshop.

Now, fill out the Personal Unit Analysis Form as a step toward deciding on your study plan as recorded on the Unit Study Plan Form.

PERSONAL UNIT ANALYSIS FORM

Directions: Fill in the boxes opposite each of the 9 unit titles. In Column 1, 2, and 3, enter H (high), M (moderate), or L (low) to indicate the Training or Course Work you've had on that topic, the Work Experience you've had on the topic, and the Importance of Topic for Job(s), whether for the job you hold or jobs you'd like to hold. In Column 4, fill in Need to Study the Unit as H, M, or L without regard to whether you may include the unit in your study plan.

UNIT TOPIC	COL. 1 TRAINING OR COURSE WORK ON TOPIC	COL. 2 WORK EXPERIENCE ON TOPIC	COL. 3 IMPORTANCE OF TOPIC FOR JOB(S)	COL. 4 NEED TO STUDY THE UNIT
2. Theory and Strategies of Improvement Programs				
3. Task Flow for Local Improvement Programs				
4. Individualization, Mastery, & Self-Direction as Themes				
5. Enquiry as an Instructional Theme				
6. Personal/Social Development as an Instructional Theme				
7. Relevance as an Instructional Theme				
8. Choosing a Local Improvement Program				
9. Improving Implementation of a Local Program				
10. Diffusing a Successful Program, System-Wide				

Filling out the Unit Study Plan Form

Your final planning task is to decide which of the nine units you will study, and how you will study them. The Unit Skudy Plan Form will help you do this.

First, on the Form, (next page) fill in your reasons for studying units of this training program. Be as specific as you can. If you are studying the units as part of your course work, or in a workshop, indicate what course or workshop and what use will be made of the training units. If you study the units on a personal basis, give your reasons for studying them.

Next, indicate the approximate amount of time you have for study of units in the program; this may limit the number of units you will study among those you rated as HIGH Need to Study on the Personal Unit Analysis Form. Indicate also the period of time over which your study will take place.

Now comes the critical decision in your planning: Which units will you study? You might, for example, want to focus on Units 2 and 3 in order to increase your understanding and competencies in the overall process of planning and conducting local improvement programs. Or you might want to focus on one or more of Units 4-7 that deal with themes of educational reform. Or, if you are especially interested in individualization (for example) and want to be able to foster this theme in local improvement programs, you might select Units 3 (the Task Flow) and 4 (Individualization, Mastery, and Student Self-Direction). Your instructor, if you have one, doubtless will assist you in selecting units for study.

Finally, fill out the bottom section of the Unit Study Plan Form to indicate how you will study the units you select.

UNIT STUDY PLAN FORM

Directions: Outline your plan for studying units in this training program by filling out the sections of this form. Be as specific as you can in describing your study plan. (You may wish to return once more to the descriptions).

YOUR REASONS FOR STUDYING UNITS OF THIS PROGRAM

University Course Work. Specify: _____

_____

_____

Workshop or In-service Course. Specify: _____

_____

_____

Personal Reasons Only. Specify: _____

_____

_____

AMOUNT OF TIME YOU HAVE FOR STUDY OF THE PROGRAM

Figure your time in terms of full-day equivalents, whether you study during the daytime, evenings, or weekends. Figure 6 hours of study is a full day's work.

Number of days _____. Over what time period? From _____

To _____

UNITS YOU PLAN TO STUDY

Depending on your purposes and the time available, you may study any number from one to all nine of the units. Figure that the units each require from one to two days of study.

Units to be studied: (Circle the numbers) 2 3 4 5 6

7 8 9 10

HOW YOU PLAN TO STUDY THE UNITS

On a contract basis with instructor. Specify: _____

_____

_____

With fellow students. Specify: _____

_____

_____

On a fully independent basis. Specify: _____

_____

_____

Now that you have examined the General Study Plan Guide from Unit 1 of the training program, here are recommendations on how you can assist students in arriving at their study plans. Decisions about which units given students will study can be made by you in terms of course or workshop requirements; jointly by you and your students; or by your students individually on an independent basis.

The General Study Plan Guide assumes that students will examine their previous training and experience in relation to their job requirements, identify their training needs, then determine which of Units 2-10 would require study. You can assist them in doing this by discussing with them the importance of the unit topics and by checking how they fill out the Personal Unit Analysis Form (page 19 of this Instructor's Guide).

The final step in deciding which units a student will work on is provided for by the Unit Study Plan Form (page 21 of this Guide) and by the directions sheet that precedes it. In assisting students in filling out the Unit Study Plan Form, your first step should be to check with them their reasons for studying training program units. Next, review with them their time allotments for such study. Thus, if only two days are available (as in the case of a two-day workshop), students probably can complete only Unit 1 and one or two of Units 2-10. In a one-week workshop, Unit 1 and three or four additional units could be studied. If you elect to build a university or in-service course around the training materials, each student might study most or all of the units.

In the choice of program units, different students might select different units depending on their training needs and interests. Since the units are stand-alone and designed to be largely self-instructional, marked flexibility is provided for in the choice of units for study. Thus

one student with a particular need to study bases for improving instructional contents and procedures might elect one or more of Units 4-7 (Individualization, Mastery, and Student Self-Direction; Enquiry; Personal/Social Development; and Relevance). Another student's needs might be met by study of Unit 3 (Task Flow for Designing and Conducting Local Educational Improvement Programs), or any of Units 8-10 on selecting improvement programs, improving program implementation, or diffusing changes throughout a school district.

Once your students' units for study have been determined, you can assist them in working out specific plans for studying them, as indicated at the bottom of the Unit Study Plan Form. Should they work independently? Should they team up? Should they engage in study with you on a contract basis? Etc.

HELPING YOUR STUDENTS STUDY THE UNITS SELECTED

While each of Units 2-10 is designed to be self-instructional, you can help your students in several ways, as well as obtaining evidence on how well they accomplish unit objectives. These ways are indicated below.

1. When a student has completed the unit Pre-Assessment Exercise, you can help him check answers using the Pre-Assessment Exercise Answer Key. This will enable you and your student to determine which of the unit objectives require full study and which require review only.

2. During study of a unit, the student may need your help in understanding unit materials or in performing unit exercises.

3. Upon completing study of a unit, the student is called upon to perform the Post-Assessment Exercise to check mastery of unit objectives. You can assist at this time by helping him check answers using the Post-Assessment Exercise Answer Key. In case mastery of a unit objective is not evident, you can help the student undertake further study of that objective until mastery is reached.

4. After one or more students have completed study of a unit, you may wish to conduct an individual or group wrap-up discussion to highlight key points in the unit, to offer supplementary instruction, or to assist students in undertaking further study of the topic of the unit.

These suggestions offer just one way of working with your students in study of the training units. You may decide to adopt a different procedure that is suited to your purposes or your preferred teaching style.